|  |  |  |
| --- | --- | --- |
|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 9th Term: 2**

**Name / Theme of Unit: Narrator and Voice, Synthesizing Sources, Sentence Structure**

**Time Frame: 4 weeks**

**Submitted by: Daniel Olsen**

|  |  |
| --- | --- |
| **OVERVIEW :** Students will study how authors use different narrative points of view and different styles of narrative voice to add depth and interest to stories. They will read and apply this knowledge in an analysis of “The Cask of Amontillado,” and then compose a creative extension of the ending of this story to incorporate narrative voice into their own writing. Afterwards, they will read a collection of articles that present various points of view on the death of Edgar Poe, and deconstruct, compare and synthesize this information together. Finally, they will write a 5 paragraph argumentative essay using the information found in the articles. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  9.14 Demonstrate an understanding of how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text, and be able to identify those elements in various literary texts.  9.16. Identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provide evidence from the text to support understanding  9.17 Learn appropriate strategies to read and comprehend content-area texts  9.21 Use appropriate organizational structures for conveying information  9.24 Synthesize information from multiple sources and learn how to document the resources correctly in written assignments  9.26 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.  9.30 Write a persuasive composition that presents a side of an argument using facts and details to support it and offering a challenge to the readers at the end  9.31 Create compositions with the following format: a catchy introduction, a restatement of the question, three supporting details with specific examples, a conclusion that offers an opinion, a suggestion, an alternative, and something to leaves the reader thinking; write without using "I" except in the conclusion.  9.35 Identify and correctly use independent and dependent clauses; use correct sentence structure  9.37 Understand sentence construction and consistency of verb tenses.  9.38 Demonstrate understanding and control of the rules of Standard American English, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats9.37 Understand sentence construction and consistency of verb tenses.  9.41 Use a variety of sentence types in writing (e.g., simple, compound, complex, and compound-complex sentences)  9.42 Formulate judgments about the ideas under discussion and be able to discuss those in the classroom environment | |
| **Essential questions:**   1. What are the different types of point of view and what characterizes them? 2. What is narrative voice? 3. What is tone and diction and how do you recognize it in a narrator? 4. What is an unreliable narrator? 5. How does the author’s choice of narrator affect the experience of the reader? 6. What are some kinds of evidence author’s use to prove their point when making arguments 7. What is synthesis? 8. What is a clear and effective format for writing an argumentative essay? 9. What are the rules for constructing sentences out of clauses correctly? | **Expected language:**  narrator, voice, first person, third person, omniscient, tone, unreliable narrator, diction, voice, points of view, supporting evidence, fact, statistic, expert opinion, first-hand account/testimony, summarize, compare and contrast, find main idea, synthesis, thesis, introduction, body paragraphs, conclusion, outline, complex sentence, compound sentence, simple sentence, run-on sentence, fragment |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| **Grammar – Sentence Structure**  Building Sentences Practice Warm up Worksheets  Sentence Practice Assignment Gr. 9  Review games  Test Sentence Structure  **Narrator and Voice**  Point of View Mini-Writing Assignment (attached)  Quiz on Point of View (attached)  Cask of Amontillado Vocabulary Assignment (attached)  Cask of Amontillado Story Ending Assignment (attached)  Cask of Amontillado Test (attached)  **Synthesizing Sources**  Poe Death Readings – Synthesis group work sheet (attached)  Poe Death Readings – Argumentative Essay (attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Run-on Sentence Correction Practice**  At the beginning of the unit, students will be given a worksheet with 6 writing samples of student work that have run-on sentence errors. 6 of the days during the unit, the students will spend the first 10 minutes correcting on their own and then discussing the corrections with the teacher. The finished sheet with corrections will be handed in for marking.  **Narrator and Voice**  Students will view and take notes on the powerpoint (attached) on narrative point of view and Voice. Following the model of the teacher example in the powerpoint, the student will compose their own short scene written 3 times from 3 different points of view in a short writing assignment (Point of View Mini-Writing Assignment (attached)).  They will then write a short quiz on Narrative Point of View to review their knowledge of it (attached).  **Cask of Amontillado**  The students will review the vocabulary words for “The Cask of Amontillado,” and compose a paragraph using them in an assignment (attached). After viewing a short introduction power point to the story the class will have a brief discussion about, Edgar Allan Poe, and his tendency to write stories with criminally insane narrators (accessing their prior knowledge), and how this throws doubt on the events described in the story.  Students will do a close reading of the first paragraph of “The Cask of Amontillado,” (in textbook) with the teacher helping to explicate the meaning of the difficult style of writing there, and make connections with the vocabulary words that the students already know. The class will pause to discuss this personal philosophy of revenge and how this is the first hint of the narrator’s unreliability.  During the rest of the reading, students will take turns reading passages. For extended dialogue passages, two students will take the roles of Fortunado and Montresor.  After discussing the ending, students will write an alternative ending to the story (assignment attached), continuing to write from Montresor’s point of view and continuing to use his voice. In review of the text, students will find examples of the narrator’s diction and tone and imitate them in their writing.  Finally, they will write a test on the plot of the Cask of Amontillado and the unreliable narrator (attached)  **Synthesizing Sources**  As a segue, students will watch a short video about the troubled life of Edgar Poe (attached) and discuss the personal tragedies that drove him to write the sorts of stories that he did.  Students will then view a power point about synthesizing sources and the 4 articles on Poe’s death (attached). They will read each of the four articles in groups using the Synthesis group work sheet (attached). As they read, they will discuss and record the main ideas they find in each article, and write down the evidence given along with what kind of evidence it is (fact, statistic, expert opinion, first-hand account, etc.). After each article, the students will pause and share their findings as a class.  After reading all the articles, they will continue the synthesis process and fill in the comparison and contrast chart, finally finishing by producing a synthesis statement that states the general idea of all of the readings together.  **Essay**  Next, the students will write an argumentative essay (attached). They will use their notes with all the accumulated evidence from the four readings and write an essay arguing a particular point of view about how Poe died. They will write a careful outline with support from the teacher and other students, then a rough draft and a final copy. They will pay particular attention to correcting all the run-on sentences they find and apply their correction skills practiced during the unit. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Pit and the Pendulum DVD  **Holt Language and Literature Text:** The Cask of Amontillado, 4 readings on Poe’s Death  Teacher Created Resources | |

At the end of unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_

REFLECTIONS: